

Kinard Elementary

201 Pressly Street
Clover, SC 29710

| | | |
|-----------------------|-------------------------|--------------|
| Grades | PK-4 Elementary School | |
| Enrollment | 429 Students | |
| Principal | Georgia D. Westmoreland | 803-222-3071 |
| Superintendent | Dr. Vickie Phelps | 803-222-7191 |
| Board Chair | Jeffrey M. Siegrist | 803-831-9383 |

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1 | 31 | 53 | 3 | 0 |

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Good | Good | No |
| 2004 | Good | Below Average | Yes |
| 2005 | Average | Average | Yes |
| 2006 | Good | Good | Yes |

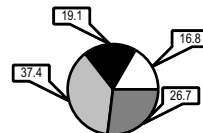
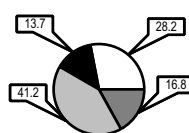
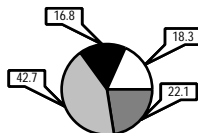
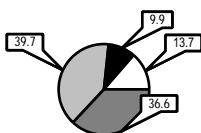
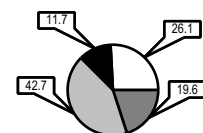
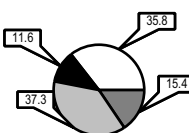
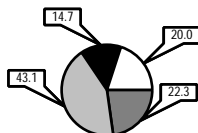
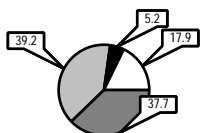
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

89.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
| | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
| | Proficient | Well prepared to work at next grade level; met expectations |
| | Basic | Met standards; minimally prepared, can go to next grade level |
| | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 146 | 100.0 | 13.6 | 39.4 | 36.4 | 10.6 | 56.1 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 80 | 100.0 | 14.3 | 45.7 | 31.4 | 8.6 | 51.4 | N/A | N/A |
| Female | 66 | 100.0 | 12.9 | 32.3 | 41.9 | 12.9 | 61.3 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 101 | 100.0 | 11.8 | 35.5 | 39.8 | 12.9 | 62.4 | Yes | Yes |
| African American | 38 | 100.0 | 17.6 | 50.0 | 29.4 | 2.9 | 41.2 | I/S | I/S |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 131 | 100.0 | 10.1 | 41.2 | 37.8 | 10.9 | 58.8 | N/A | N/A |
| Disabled | 15 | 100.0 | 46.2 | 23.1 | 23.1 | 7.7 | 30.8 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 146 | 100.0 | 13.6 | 39.4 | 36.4 | 10.6 | 56.1 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 5 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 141 | 100.0 | 13.3 | 39.1 | 36.7 | 10.9 | 57.0 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 83 | 100.0 | 24.3 | 42.9 | 24.3 | 8.6 | 38.6 | Yes | Yes |
| Full-pay meals | 63 | 100.0 | 1.6 | 35.5 | 50.0 | 12.9 | 75.8 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 146 | 100.0 | 18.2 | 43.2 | 22.0 | 16.7 | 50.0 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 80 | 100.0 | 17.1 | 40.0 | 27.1 | 15.7 | 52.9 | N/A | N/A |
| Female | 66 | 100.0 | 19.4 | 46.8 | 16.1 | 17.7 | 46.8 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 101 | 100.0 | 9.7 | 46.2 | 22.6 | 21.5 | 54.8 | Yes | Yes |
| African American | 38 | 100.0 | 41.2 | 38.2 | 17.6 | 2.9 | 35.3 | I/S | I/S |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 131 | 100.0 | 15.1 | 42.9 | 23.5 | 18.5 | 54.6 | N/A | N/A |
| Disabled | 15 | 100.0 | 46.2 | 46.2 | 7.7 | 0.0 | 7.7 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 146 | 100.0 | 18.2 | 43.2 | 22.0 | 16.7 | 50.0 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 5 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 141 | 100.0 | 18.0 | 44.5 | 21.1 | 16.4 | 49.2 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 83 | 100.0 | 31.4 | 37.1 | 17.1 | 14.3 | 41.4 | Yes | Yes |
| Full-pay meals | 63 | 100.0 | 3.2 | 50.0 | 27.4 | 19.4 | 59.7 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 146 | 100.0 | 28.0 | 41.7 | 16.7 | 13.6 | 30.3 |
| Gender | | | | | | | |
| Male | 80 | 100.0 | 27.1 | 41.4 | 18.6 | 12.9 | 31.4 |
| Female | 66 | 100.0 | 29.0 | 41.9 | 14.5 | 14.5 | 29.0 |
| Racial/Ethnic Group | | | | | | | |
| White | 101 | 100.0 | 17.2 | 43.0 | 20.4 | 19.4 | 39.8 |
| African American | 38 | 100.0 | 55.9 | 35.3 | 8.8 | 0.0 | 8.8 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 131 | 100.0 | 26.1 | 40.3 | 18.5 | 15.1 | 33.6 |
| Disabled | 15 | 100.0 | 46.2 | 53.8 | 0.0 | 0.0 | 0.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 146 | 100.0 | 28.0 | 41.7 | 16.7 | 13.6 | 30.3 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 5 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 141 | 100.0 | 28.1 | 40.6 | 17.2 | 14.1 | 31.3 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 83 | 100.0 | 41.4 | 40.0 | 12.9 | 5.7 | 18.6 |
| Full-pay meals | 63 | 100.0 | 12.9 | 43.5 | 21.0 | 22.6 | 43.5 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 146 | 100.0 | 17.4 | 37.1 | 26.5 | 18.9 | 45.5 |
| Gender | | | | | | | |
| Male | 80 | 100.0 | 18.6 | 37.1 | 25.7 | 18.6 | 44.3 |
| Female | 66 | 100.0 | 16.1 | 37.1 | 27.4 | 19.4 | 46.8 |
| Racial/Ethnic Group | | | | | | | |
| White | 101 | 100.0 | 14.0 | 31.2 | 32.3 | 22.6 | 54.8 |
| African American | 38 | 100.0 | 26.5 | 52.9 | 11.8 | 8.8 | 20.6 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 6 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 131 | 100.0 | 12.6 | 37.8 | 28.6 | 21.0 | 49.6 |
| Disabled | 15 | 100.0 | 61.5 | 30.8 | 7.7 | 0.0 | 7.7 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 146 | 100.0 | 17.4 | 37.1 | 26.5 | 18.9 | 45.5 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 5 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 141 | 100.0 | 17.2 | 37.5 | 26.6 | 18.8 | 45.3 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 83 | 100.0 | 28.6 | 41.4 | 20.0 | 10.0 | 30.0 |
| Full-pay meals | 63 | 100.0 | 4.8 | 32.3 | 33.9 | 29.0 | 62.9 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | 80 | 100.0 | 24.0 | 36.0 | 38.7 | 1.3 | 40.0 |
| | 4 | 61 | 98.4 | 32.1 | 32.1 | 32.1 | 3.6 | 35.7 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 65 | 100.0 | 13.6 | 28.8 | 49.2 | 8.5 | 57.6 |
| | 4 | 81 | 100.0 | 13.7 | 47.9 | 26.0 | 12.3 | 38.4 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2005 | 3 | 80 | 100.0 | 21.3 | 54.7 | 12.0 | 12.0 | 24.0 |
| | 4 | 61 | 98.4 | 8.9 | 37.5 | 30.4 | 23.2 | 53.6 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 65 | 100.0 | 25.4 | 40.7 | 27.1 | 6.8 | 33.9 |
| | 4 | 81 | 100.0 | 12.3 | 45.2 | 17.8 | 24.7 | 42.5 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2005 | 3 | 80 | 100.0 | 37.3 | 40.0 | 12.0 | 10.7 | 22.7 |
| | 4 | 61 | 98.4 | 33.9 | 42.9 | 17.9 | 5.4 | 23.2 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 65 | 100.0 | 27.1 | 45.8 | 16.9 | 10.2 | 27.1 |
| | 4 | 81 | 100.0 | 28.8 | 38.4 | 16.4 | 16.4 | 32.9 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2005 | 3 | 80 | 100.0 | 34.7 | 41.3 | 14.7 | 9.3 | 24.0 |
| | 4 | 61 | 98.4 | 32.1 | 42.9 | 3.6 | 21.4 | 25.0 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 65 | 100.0 | 15.3 | 35.6 | 33.9 | 15.3 | 49.2 |
| | 4 | 81 | 100.0 | 19.2 | 38.4 | 20.5 | 21.9 | 42.5 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|-------------------|------------------------------|---|---------------------------------|
| Students (n= 429) | | | | |
| First graders who attended full-day kindergarten | 98.6% | No change | 100.0% | 100.0% |
| Retention rate | 0.8% | Down from 3.0% | 2.7% | 2.8% |
| Attendance rate | 96.5% | Up from 96.4% | 96.4% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.0% | Down from 0.7% | 0.0% | 0.0% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0% | No change | 0.0% | 0.0% |
| Eligible for gifted and talented | 10.8% | Down from 12.0% | 11.8% | 10.4% |
| On academic plans | 39.2% | N/AV | 33.9% | 33.6% |
| On academic probation | N/A | N/AV | 1.1% | 1.0% |
| With disabilities other than speech | 6.8% | Down from 7.0% | 8.4% | 7.5% |
| Older than usual for grade | 0.0% | Down from 0.3% | 0.8% | 0.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 36) | | | | |
| Teachers with advanced degrees | 52.8% | Down from 56.3% | 55.3% | 53.8% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 0.0% | N/A | 0.4% | 2.4% |
| Teachers with emergency or provisional certificates | 0.0% | No change | 0.0% | 0.0% |
| Teachers returning from previous year | 79.4% | Down from 86.4% | 88.7% | 87.3% |
| Teacher attendance rate | 96.4% | Down from 97.1% | 94.8% | 94.9% |
| Average teacher salary | \$43,495 | Down 1.8% | \$43,065 | \$42,485 |
| Prof. development days/teacher | 16.8 days | Up from 13.1 days | 13.5 days | 13.3 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 17.0 to 1 | Up from 16.7 to 1 | 18.8 to 1 | 18.6 to 1 |
| Prime instructional time | 90.6% | Down from 91.9% | 89.7% | 89.7% |
| Dollars spent per pupil* | \$8,566 | Up 11.9% | \$6,420 | \$6,557 |
| Percent of expenditures for teacher salaries* | 65.7% | Down from 67.0% | 63.7% | 64.0% |
| Percent of expenditures for instruction* | 69.2% | | 69.0% | 69.1% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | No | Down from Yes | Yes | Yes |
| Character development | Excellent | Up from Good | Excellent | Excellent |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 7.8% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | Yes |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Building on the district's belief that all students have the ability to learn when immersed in a highly engaged environment, Kinard Elementary School strives for teaching excellence. The faculty and staff of Kinard are proud to offer a challenging curriculum in a student-centered, nurturing environment.

Believing the focus of school is to promote student success through purposeful work, student performance on the PACT continues to improve with increasing numbers of students achieving at or above the basic level. Monitoring student progress through benchmark MAP testing and academic assistance opportunities further advances the academic gains of our students. Reading beyond the classroom is encouraged through the Book Clubs, an open media center once a week for parents to visit, and our Birthday Book Club which awards each student a book to keep on his/her birthday.

While student academic progress is key, the importance of character and a good work ethic is also emphasized. The STARS program recognizes students who display good character traits through monthly lunches with the administration. Our Lunch Buddy program pairs students with local citizens who serve as mentors to encourage good behavior and foster a healthy self-esteem. Each month students are recognized as authors at our Write-on-Café celebration.

Opportunities to experience success beyond the classroom abound at Kinard. The art, juggling, and choral clubs provide chances for students to express their talents. The annual Fine Arts Festival affords all students the chance to display their talents through visual art, vocal performances, and dance.

Providing employees with encouragement, time, resources, and professional development is a priority of our district. Our faculty and staff realize the importance of continued growth and staff development. Yearlong professional development at Kinard includes workshops on writing, Everyday Math, and design work.

The faculty and staff at Kinard realize that good parental support and involvement are vital to school success for children. Parents take an active interest in their students' educations through attendance at parent workshops, Academic Recitals, and PTO family night activities. Our PTO provides needed supplies to teachers and students through fund raising efforts and partnerships with businesses. Community members have donated materials and time to help maintain our butterfly garden, an Official National Wildlife Federation Schoolyard Habitat, as well as our viquarium. These endeavors form partnerships with parents and the community to share the responsibility for providing students a safe and supportive environment.

For forty years, Kinard Elementary School has strived to excel in all areas. We will continue to set high expectations and work together to achieve our goals.

Georgia D. Westmoreland, Principal
Mary Edmunds, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|-----------------|------------------|-----------------|
| Number of surveys returned | 32 | 73 | 56 |
| Percent satisfied with learning environment | 90.6% | 91.5% | 87.5% |
| Percent satisfied with social and physical environment | 100.0% | 80.3% | 91.1% |
| Percent satisfied with school-home relations | 87.5% | 81.9% | 87.5% |

*Only students at the highest elementary school grade level at this school and their parents were included.